THE NEGRO COLLEGE QUARTERLY

Vol. III June, 1945 No. 2

The Negro College Quarterly is published by Wilberforce University, Wilberforce, Ohio, in March, June, September, and December as a contribution in the field of higher education. Timely articles on education, significant curricular programs and movements of important persons on Negro college campuses, digests of important articles, annotated lists of books by or about the Negro, and book reviews are regular features of each issue. The editors of this *Quarterly* earnestly solicit articles and studies pertinent to the higher education of Negroes.

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"There is a limit to the educability of people. When this limit has been reached, like the limit to natural growth in stature, nothing further can be done." — Thaddeus L. Bolton, professor emeritus of psychology, Temple University, in a letter questioning the advisability of throwing the doors of colleges open to veterans.

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Editorial Notes

Special Summer Issue

Encouraged by the success of the special number issued by us last year and devoted to "A Symposium on the Role of the Negro College in the Postwar World," the next issue of this *Quarterly* will be devoted to a series of articles centering on the general theme, "Education for Democratic Leadership."

Personnel Guidance in Negro Colleges

There appears, following these editorial notes, an article titled "Improvement of Education through Personnel Guidance" written by Reverend W. J. Faulkner, university minister and personnel dean at Fisk University. Reverend Faulkner is now being sponsored to appear in several white colleges by the Committee on Negro Lectureship of the American Friends Service and is the first lecturer appointed by that Service. The article referred to above is of such vital interest to Negro education that *we are urging Negro college administrators and boards of trustees to pay serious attention to it.*

The tragedy of Negro education is that in its laudable desire to reproduce the culture of the dominant group it is inclined to emphasize merely the copying of the outward form of that culture rather than absorbing the spirit behind that outward form. Quite often the philosophy of our colleges has been to expose the student to so-called education through standard textbooks in the fond hope that he might get some knowledge somehow by this method. How this knowledge is imparted to the student or what efforts are made for his spiritual and moral growth does not seem to concern them. "If it is fashionable to have personnel deans," their philosophy runs, "let us have them. That will give us 'A' rating." As a result of this shoddy philosophy, the personnel deans are picked quite often from the existing teaching staff and additional duties of the personnel director are thrown

on them—duties that they are entirely unfit to cope with. On the other hand, if these deans are well-trained and conscientious and chosen because of their qualifications, they soon find that unless the faculty as a whole cooperates with them and the administration is willing to give them freedom to run their own affairs they cannot make much headway.

The first fundamental change that our colleges need to make in their present philosophy is to permit well-qualified and conscientious personnel deans to assume *full* control of their duties *without* constant interference and pressure which are so undermining to all morale. The second equally fundamental change that our colleges need to make is the gathering together of a strong faculty that has full realization of the sense of its responsibilities as teachers. No program can succeed when there is a divided faculty or has on it members with easy virtues which definitely stunt the spiritual and moral growth of students. The idea that teachers are merely to impart text-book knowledge is as erroneous as the commonly-made and earnestly-believed statement of some church ministers who tell their flocks: "Do as I say and not as I do."

Because of the third-rate citizenship of the American Negro in this democracy of ours, Negro boys and girls are in greater need for personnel guidance than whites, and yet they get less of it, and, quite often, that less is not well-imparted. These mental and spiritual doctors or personnel deans should be regarded as vital to the college as registrars and treasurers, and no college is worth its salt if it does not realize that its function reaches far beyond the simple role of imparting knowledge through textbooks.

Tennessee A. & I. State College

Opened in 1912 as a junior college, this institution has made rapid progress in recent years, and, if the present trend of progress continues, it may soon become the leading Negro state college in the South. After the departure of its first president under whom the institution had become a full-grown college accredited by the American Association of Teachers Colleges, a young man by the name of Walter S. Davis, head of the department of agriculture in the same institution for several years and a Ph.D. in agriculture from Cornell University, was chosen as the institution's second president in 1943. The State Board of Education instructed him to make the institution as good as the white state institution at Knoxville, Tennessee.

Determined to do a first-class job, Dr. Davis started to write the second chapter of this institution with "vim, vigor, and vitality," keeping before him the goal of making Tennessee A. & I. an institution second to none.

With this in mind, he discarded the old starving salary scale and introduced the same scale as is in use in white state institutions.

Equipped with this powerful weapon of good salaries which enables one to secure the best teaching personnel, Dr. Davis is gradually drawing together a strong faculty capable of offering excellent training to its students. A program of graduate instruction has been introduced and the entire curricular organization has been revised and placed on a functional divisional basis. Since it is no longer a teachers college only, the institution is now seeking accreditation from the Southern Association of Colleges and Secondary Schools. As a corollary to this step it will later seek accreditation by the Association of American Universities.

The State Board of Education of this institution is really anxious to give to the Negro citizens of Tennessee as equal opportunities for higher education as it is possible to give under a segregated educational system and to make the institution not only the pride of Tennessee Negroes but also of Tennessee whites. Dr. Davis hopes that some day not far off Tennessee A. & I. will become a first-class university.

Quarterly Receives Hundred Dollar Award

Letter, a magazine with an air mail cover edited and published by Mrs. Ada McCormick, is a quarterly of articles, fiction, poetry, and drawings. It tries without any pretense or front to unite people and write about happy and honest things, as well as to tell, without anger, the truth long before it is popular or even respectable. First published in January, 1943, in Tucson, Arizona, *Letter* has no financial backers. According to the publisher's statement in an early issue, "*Letter* is run on the publisher's limited money which comes from timberlands in Maine, real estate in Tucson, and interest from War Bonds. These sources of income do not sway the policy of *Letter*. Low tariff would pretty much wipe out its income but *Letter* advocates low tariff. Real estate people often oppose fair housing for Negroes. *Letter* wants fair housing for Negroes. *Letter* has no axe to grind except to foster the liberty America stands for, to examine propaganda and pressure groups, to portray tender human relations and realities."

Since that was printed the policy of the magazine has been broadened by the inclusion of the following additional statement: "and to spotlight and encourage centers of strength in America whether in individuals, magazines, institutions, or races. Its main passion is a square deal for individuals of all races. Its second is biography, trying to catch the essence of a human being, not when he was born and died but the significance and struggles

of his life. Its third is marriage. And under everything is the federation of nations."

Men at Fort Huachuca in 1942 will remember Mrs. McCormick for her "Open Letter" demanding a USO for the Negro soldiers in Tucson. She bought space for a quarter page in an opposition newspaper and this "Open Letter" secured consent to the building in ten days and brought healing to homesick men far from home. She was also on the committee of three who selected the site of the fine USO building at the gate of Fort Huachuca.

The editorial board wants to express its deep appreciation for the encouraging words of Mrs. McCormick. This gives us courage in feeling that the *Negro College Quarterly* has a contribution to reading Americans of both races.

Letter has so far chosen the following magazines as dividends to its readers. *South Today* edited by Lillian Smith, published in Clayton, Georgia; *Asia and the Americas* edited by Richard Walsh, with an *East and West* section by his wife, Pearl Buck; *Common Sense;* the Latin-American issue of *Tomorrow*. The last three are published in New York City.

The next dividends of *Letter* will be *Books Abroad,* published by the University of Oklahoma, and *Phylon,* published by Atlanta University. The magazines are selected on the basis of interest, distinction, and on helping different races and countries know and appreciate each other. *Letter's* chief interest is the growth of understanding between races, classes, and countries (and also between husbands and wives who are often strangers to each other too).

Letter and the *Committee on Cultural Relations with Latin-America* held a contest in Mexico giving fifty-two prizes for the best letter on "What I Like and Dislike in the United States" and has been printing the answers. It was interesting that practically all the letters received mentioned a deep disquiet at the Jim Crow policy. There had been no questionnaire at all to the contest and this was the only question that was universally brought up by the men and women of Mexico.

Just before the San Francisco Conference, *Letter* sponsored a lecture at which there were about eleven hundred white people in the audience and a hundred colored. The lecturer was Madame Lakshmi Pandit, sister of Nehru and leading stateswoman of India. Some officers and WACs came from Fort Huachuca and some sixty East Indian farmers came a hundred and twenty miles from Phoenix and brought Mrs. Pandit a purse of over three hundred dollars. It was an electric, representative house of winter

visitors, socialites, business people, college professors and students, labor union people, and strong church representatives.

When the Chinese Exclusion Bill was before Congress, Mrs. McCormick spoke at a meeting of a joint Labor Victory Conference of the State of Arizona, and the A. F. of L. and C. I. O. and Railroad Brotherhoods of the conference voted unanimously in favor of passing a bill that allowed a quota of Chinese to come into America and become citizens. This is probably the first labor conference in America that has taken that stand, and it was when the national meeting of the A. F. of L. was voting against it. The magazine, *Letter,* also sent out two thousand personal air mail appeals to leaders over the country pleading for the Chinese. The letter on China was favorably reviewed by the *Washington Post.*

Letter's main interest is in promoting the work other people do. Beside magazine awards, it has given cash awards to the following persons.

$100 to the heroic teachers of Norway, presented through the Norwegian Embassy.

$200 to a gentle cook, Verna Moses, presented through the *Journal Era* newspaper, Michigan.

$300 to the late Professor Sidney Pattison for happy days in his class room, presented to his family through the University of Arizona.

$100 to President Byron Smith of Iberia Junior College for over fifty years of devoted teaching in the Ozarks, presented through Mr. William J. Danforth of the Danforth Foundation, St. Louis, and Dr. William Hutchins, ex-President of Berea, who were the committee of selection.

The *Negro College Quarterly* wishes long life to the *Letter* magazine in which an author has entered the difficult publishing field in order to speak up in a readable popular way for the rights and freedom of mankind. It is also very happy in sharing with its readers the self-explanatory, one-hundred-dollar-award letter from Mrs. Ada McCormick received by its editor. Italics in the following excerpts from the letter are those of the editor.

> I have been reading your June 1944 *Quarterly* and am very much impressed. . . . *Letter* is awarding Professor Walter R. Chivers a $100 prize in the near future on the basis of scholarship combined with humanity for an article he had in *Phylon.* So it was very pleasant to come on the excellent article he has in the *Negro College Quarterly.*
>
> It seems to me the most helpful thing in having fellow Americans know what sound educational work Negro-Americans are doing would be to have them read magazines such as yours. *I am enclosing a check for a hundred dollars*

for you to send a year's subscription to a hundred libraries of your own selection as a gift from *Letter*.

I notice it constantly in education that it is considered more chic for a girl to study a beetle than a baby because the beetle will probably be useless to her, but the baby will not. . . . *Your Quarterly shows a blessed freedom from this academic illusion.* I have marked the issue all over and hope I may reprint things. *Letter* sends out eight dividends a year to its suscribers of introductory copies of distinguished magazines and sometime we want to send your Quarterly, if we can get another issue with this same flavor of moral concern and mental courage.

. . . The pages that especially interested me are: 36, 38, 39 (Oak); 44, 45, 47, 48, and 49 (Chivers); 52, 53, 73, 105. There would be more pages marked except that one-half of the *Quarterly* is still unread. It is too good to gallop through. It is satisfying because rooted in common sense and in life. May I quote from your articles without specifying ahead which pages?

. . . *That's an outspoken, honest issue, especially on its saying how cramped the powers of speech are in a college. I've never read that in a college magazine and it sets a standard of openness.* Dr. Richard Cabot always said that if hospital reports, institutional reports, and educational reports told the mistakes they had made in a year it would be fascinating and helpful reading. It would also, he thought, bring in workers and checks. *It is the tone of honesty and intellectual integrity and exploration in the June* 1944 *issue of the "Negro College Quarterly," a thoughtful humility, that produces the enclosed check.*

V. V. Oak

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The Improvement of Education Through Personnel Service

W. J. Faulkner, *Dean of Men and University Minister*
Fisk University; Nashville, Tennessee

Why Personnel Work?

A brief summary of the scope and function of personnel work in institutions of higher learning should prepare us for an interested and sympathetic consideration of its primary importance to the education of individuals for successful living in modern society. The offering of personnel services is the result of many factors, but principally to the rapid increase in enrollment of students in high schools and colleges during the last forty years. As a result of this over-crowding in the colleges there has developed a heterogeneity of college population. The maladjustments of individuals in the larger college group, with a carry-over in later life, resulted in the inevitable loss of many potentially excellent personalities. College administrators were forced to devise methods of meeting this ever-growing problem of personality frustration and loss.

Definite trends toward personalized education and the centering of attention upon students as individual personalities rather than upon standardized courses was one of the first successful moves toward a solution of this situation. Attempts to individualize education also called for frequent restudy and revision of the college curriculum. The practice of offering the services of counselors and guides was another step in the process of integrating students into the creative life of the college. Such persons were chosen as counselors preferably for their specialized training, experience, and aptitudes in the understanding of human problems. College authorites began to recognize the relationship of the personal efficiency (and *esprit de corps*) of the student to his

scholastic performance. Any modern college which does in effect, or attempts to do, what the president and dean of the liberal arts college of thirty years ago did for the student before the former became a sort of "glorified financial agent" and the latter a currriculum and administrative expert.

Definition of Personnel Work

The total program of the personnel department of a college embraces all those phases of collegiate life not definitely related to formal teaching and the institution's business relations. Typical of a good student personnel program should be a concern for the following factors:[1]

1) Pre-college guidance (guidance through elementary and secondary school).

2) Admission (through use of adequate tests).

3) Orientation to college life (Freshmen Week).

4) Counseling (vocational, educational, personal, and specialized).

5) Housing and boarding (on and off campus).

6) Financial assistance (loans, scholarships, and part-time employment).

7) Health.

8) Extra-curricular activities (social, recreational, religious, student government).

9) Placement after graduation.

10) Discipline.

Personnel services and their effectiveness carry, of course, according to the size and type of the particular institution. Nevertheless, no college or university can hope to minister to the largest educational and cultural development of the total life of students committed to its care which does not in some manner offer guidance and assistance in the areas above mentioned. The acid test

[1]Hazen Foundation, *Report of the Hazen Conference on Student Guidance and Counseling,* VTCT, Haddam, Connecticut: Hazen Foundation, 1939, p. 57.

of the effectiveness of any program of guidance is the successful manner in which a student makes a wholesome adjustment to his college environment. If he fails to fit into his new world at college and consequently does not accomplish the creative work of which he is potentially capable, that particular college has, for that particular student, failed to meet his basic needs in preparation for successful living. In the final analysis, the college exists primarily for the education of the student. The student does not exist for the perpetuation of the college.

Student Counseling as a Factor in Education

Student counseling is but a part of the total personnel function in a college or university situation. Although counseling is only one phase of personnel work on the college campus, it is perhaps the most important aid to individualized education. When we think of counseling, we must consider it in relation to the particular student who must be guided in definite needs. Such needs may be scholastic, social, vocational, personal, or all of these. Counseling is not the educational process itself, but it is designed to begin or promote the educational process.

There are three great evils in America which result from the individual's inability to understand and manage himself in the midst of our increasingly complex world: "mental deterioration, crime, mental incompatibility. They constitute a terrible challenge to our hurried assumptions that mass worship, mass education, and *laissez faire* home-life can adequately meet the need for specific guidance of the individual in understanding the subtle and peculiar processes which control his more intimate behavior."[2] So long as mass education continues unaided by personal counseling and guidance we may expect to find among the insane, the criminals, and the divorcees many who, while in college, made high grades in their work, even in such courses as mental hygiene, ethics, and family life. Mass education produces some amazing inconsistencies

[2]David M. Trout, "The Function of Counseling," *Religion in Life Quarterly*, Winter, 1939.

between one's abstract ideas learned in college and his behavior out in the world of reality. Young men and women need more than anything else to acquire the ability to organize and control their lives for efficient social living. Counselors in institutions of higher learning need to reclaim those who are maladjusted, certainly, but they also owe certain very definite responsibilities to perfectly normal people. We devote far too much of our time to disciplinary work or in dealing with the so-called "worst cases" on the campus than we do to constructive and creative work among the normal students. In public life, our cities and commonwealths pay many times as much per year to care for a criminal or an insane person as they pay to educate a child. What we need to do is to provide more adequate preventive educational counseling in college, church, and government.

Goals of Counseling

A adequate counseling program should include four major goals:

1) Educational or intellectual competence on the part of each student in the institution.

2) Vocational competence, which is a part of social living.

3) Social efficiency or ability to live well with others.

4) Personal efficiency or the development of an adequate spiritual philosophy of life.

These four broad areas cover the total life of the average individual. If he lacks efficiency or completeness in any of these aspects of his life he is not a thoroughly educated person.

When we speak of "competence" or "efficiency" let us not think of it as an end in itself, but as a continuous process of the unfoldment of the student's personality. We are not so much interested in the student's showing of spirit of prowess or skill under pressure, say in the hope of achieving an announced reward, but rather in that student's demonstrated ability to make steady and consistent progress in acquiring those disciplines and skills which will enable him to meet life equipped and unafraid, as a

well-poised, wholesome individual. This concept of education envisages a growing process of learning and training, beginning in infancy and ending with the grave. Education in this sense is never completed.

By intellectual competence we mean the effective development and use of the student's thinking powers in the solution of his personal problems of living and the problems of the world about him. Intellectual efficiency or intelligence flowers most rapidly in situations where affection, freedom, and security abound. *It is possible for an institution, through its faculty and administrative officers, to produce an atmosphere of freedom and trust based on personal interest in and consideration for each individual student in the institution—freedom and trust which will stimulate students to do original thinking and creative work.* Students on such a campus, in all probability, will find life very much worth living. It is out of such an atmosphere as this that the deep-running springs of aspiration, hidden in every normal human life, may be tapped and made to flow out into creative living. Intellectual stimulation flourishes in an environment of personal interest and affection and confidence and trustfulness whether it be in the college hall or the home. This is one of the principal goals of the counselor. In helping a student to find his place in the world one should not be satisfied with guiding the student into ways of making the most money, but in enabling him to solve the larger questions of vocational direction and purpose for his life. We need to help men to find life's deepest satisfactions and meanings "not in the abundance of the things a man possesses," but in the joy which one finds in doing the job which constantly challenges the deepest resources of his intellectual and emotional life. *If we can lead a student into an area of service where he can completely surrender his life in the joy of rendering that service we will have given him counsel and strength far beyond riches.*

In our educational process we should seek to aid the student to become socially efficient or competent, if our counseling goal is to be worthy of the effort. This means that somewhere and at

some time in our handling of the individual student we should help him to find the means of living successfully in his environment. He should not only be able to observe the social proprieties, but he should discover the joy of living in fellowship with other human beings. He should also become so sensitive and alert that he would become aware of, and responsive to, certain gigantic social, political, and international issues which threaten to destroy our present day civilization. He should be so armed with intelligence, integrity, and tolerance that he would be able to contribute something toward the on-going process of building and preserving a decent civilization. He should be able to live successfully within his own family and to coordinate the welfare and security of his family with that of the world about him. He should have a wholesome appreciation of the function of government in an orderly society. He should be able to evaluate the great heritage of the Christian religion and what it means in stabilizing a man's life and enriching his experience. *Schools which send forth selfish, self-centered, and cynical individuals obsessed with their own importance will have failed to equip their students for successful social living.* Such graduates will lose their personal efficiency in proportion as they suffer the abiding social values in their community to languish through their indifference and neglect.

The final goal of the counselor is to stimulate personal efficiency within the individual student who must be led to feel that he is living in a friendly universe and that he must bring his life into harmony with the great "personality producing forces" about him in such a universe. Health, physical fitness, intellectual integrity, and social worth will not be secure in the merely competent individual. These virtues will become his only to the extent that he participates in the entire "creative, on-going, universal process about him." In other words, our hope for the success of any individual student is that he become conscious of some great purpose behind his life. One of the greatest goals of any educational institution is to help the student to discover his life purposes and to arouse his imagination and emotions to the point where

he will give all of his heart and strength in the accomplishment of those purposes. Basically, what every normal person hungers for is an adequate religious faith which will put meaning and purpose behind all that he attempts to do. A deep anchorage of faith in the Eternal One who abides at the very heart of the universe and in the soul of man is the strongest safeguard against personal disorganization and frustration which any counselor can offer to any student.

Ways of Achieving Wholesome Counseling Goals

1. The curriculum of any good institution should include courses which contribute to the enrichment of the student's life in the four areas mentioned as goals of counseling—the intellectual, vocational, social, and personal efficiency of the student. The curriculum of our colleges has come out of the past, is related to the present, and should point to the future. It is the basic key to the development of the resources and potential skills which make for successful living on the part of the individual. The counselor should know the philosophy of the curriculum of his institution, for his counseling should be built around that philosophy. Where an institution attempts seriously to allow the democratic processes of education to function on its campus, there will of necessity be changes in the curriculum to serve the various needs of the individual and society at given times.

2. Opportunities for wholesome social living on the campus should be the direct concern of student counselors. *The absence of artificial barriers to normal, healthy social expression on the part of students and faculty on the college campus is one sure means of developing self-reliance and independence of thought and action.* This is particularly needed on the Negro college campus. Students should have a share in planning the social activities. Cooperative counseling or the democratic way of life requires the sharing of ideas of creative living between faculty and students. Where this is done successfully there is a minimum of disciplinary problems and frustration.

3. The counselor should seek to know the background and capacity of each student he works with and should strive to render definite aid for specific situations which may confront the particular student concerned. This implies the use of an adequate system of records which should throw light on the personal history of the student, including results of pertinent tests and examinations, as well as his performance record in college. The mere possession of recorded facts about the student, however, should not obscure the relatively greater importance of the personal interview between counselor and student. It is here that the real genius of good counseling is put to the test. One cannot solve another's personal needs if one is out of fellowship with that person, or out of his community of experience.

4. If there are certain difficulties which hinder the student's growth and development, the counselor must help him to diagnose, understand, and remedy them. A wise counselor will try to make the student look upon his personal problems as objectively as possible, thus removing the subjective personal element as far as is safe. Once a procedure for solution is outlined the counselor should insist upon the procedure being followed. For example, if a student should be given employment by which he might earn money to pay off a debt that is giving him difficulty and interfering with his scholastic progress, he should be required to apply the money earned on the bill in question. Too often a student forgets to keep his part of an agreement once the immediate pressure upon him is relieved. *The counselor owes it to the student to impress upon him the sacredness of a voluntary contract and the element of honor in keeping his word.*

5. *The goals of good counseling cannot be obtained without good counselors.* There are three general types: (a) good teachers, (b) professionally trained counselors, and (c) specialists, such as psychiatrists or elinical counselors who deal with cases requiring highly technical training. Good teachers have always counseled students in the matter of developing intellectual skills and disciplines and, to a certain degree, in the art of personal and social

living. By all means this important function of the teacher must be continued. The good teacher must never lose sight of the fact that he is a prestige-bearing person in the eyes of the student and, as such, both consciously and unconsciously, influences the student in many areas of his life. The student is often swayed by the teacher's judgment, opinions, attitudes, prejudices, and whims without reference to scientific validity or truth. Professionally trained counselors, such as deans of men or women, deans of students, college pastors, freshmen advisers, and vocational directors, are rendering larger and larger service as counselors in our programs of individualized education. But these specially trained counselors can do their best work only in cooperation with other members of the faculty. By virtue of their superior knowledge of handling specific problems beyond the comprehension of the ordinary teacher, they are in a position to supplement and strengthen educational processes on the college campus. It would be a serious mistake to regard them as separate entities working independently and out of relationship to the total program of education.

In summarizing the goals of counseling and the ways for their accomplishment *throughout the whole counseling program there must stand the sacredness and integrity of the individual personality of the student. He is the center and the object of the whole program of education.* The institution, the faculty, the counselors, the curriculum, and the entire equipment stand for the sole purpose of aiding the individual student to become a well-disciplined, efficient, and creative person—intellectually, vocationally, socially, and spiritually. And to do this, counseling efforts should not be confined only to the maladjusted student or to the student who is failing or who is a constant personnel problem. The counselor owes best possible service also to the normal, well-adjusted individual on the campus who looks to the educational system for guidance, stimulation, and inspiration in his quest for the secrets of effective and creative living.

Emerging Educational Programs in the Southeast Cultural Region of the United States

HAROLD FLETCHER LEE, *Professor of Education*
Lincoln University, Jefferson City, Missouri

SINCE THE ENTRANCE of the United States into the present world conflict, social scientists have been showing increasing interest in the values inherent in cultural regionalism. They define a region as a homogeneous geographic environment interrelated with a people characterized by common cultural patterns. In terms of this definition, the Southeast Cultural Region (comprising Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana) is one of the major composite social regions of the United States. A group of individuals working together to realize common interests and purposes is characterized by the community spirit. Measured by the democratic principle of promoting the common welfare, the outlines of the community become more and more inclusive until all the lesser civic units are embraced. The very existence of the community is contingent upon its contact with an ever-widening periphery. In this sense the Southeast Cultural Region might be designated as a community of extensive scope or as a super-community. The Negro, constituting approximately a third of the population of this super-community, adds helpful diversity to the cultural area amidst primary regional homogeneity. It appears obvious, therefore, that any realistic picture of the region or any program for its progressive amelioration must include the Negro as an integral aspect of the regional fabric.

In 1939, the writer formulated a somewhat comprehensive educational program for this cultural region, based upon the social needs of this regional community and upon a reinterpreted demo-

cratic social and educational philosophy.[1] As one aspect of the study, the writer pictured the current status of educational endeavor within the region and indicated current trends. Since it is believed that these findings might be of interest to those concerned with increasing the functionality of the postwar Negro college, it appears worth while to present a series of articles dealing with emerging educational practices in this major American cultural region. These articles would deal specifically with such problems as: the purposes, the organization, and the administration and financing of education in the emerging programs of the region.

TECHNIQUES EMPLOYED

The data appertaining to the present status of educational programs in the Southeast were obtained from several sources and by a variety of methods. First, an analysis was made of a large number of state courses of study, state study bulletins for teachers, state bulletins for adults and parents, and a variety of other materials which the various state departments of education had published in the half-decade prior to the study. Second, an analysis was made of the records of some local school programs now in process of achievement in states of the region. Third, an analysis was made of eleven recent research studies made in a number of universities, several of which were in the Southeast, dealing chiefly with current state and local practices in the Southeast relative to the financing and administration of public education. Fourth, an analysis was made of a number of bulletins published by the United States Office of Education appertaining to recent policies and practices of the Federal Government in contributing to public education—especially in the Southeast. Fifth, a questionnaire was prepared, designed to interrogate certain educational leaders in the region concerning the extent to which the general educational

[1]Harold Fletcher Lee, *A Democratic Educational Program for a Socially Backward American Cultural Region,* Unpublished Doctoral Dissertation, Ohio State University, 1939.

programs of local areas recognize and contribute to the solution of the various social, economic, and cultural conflicts that are incident to the given environment.

Questionnaires were sent to: (1) the state superintendents of education, (2) the supervisors of elementary education, (3) the supervisors of secondary education, and (4) the supervisors of Negro education in each of the eleven states of the region. (In some states the titles of the officials were varied.) Upon the suggestion of officials in some states, the questionnaire was sent to specialists in charge of programs for adult education. The following questionnaire was also sent to at least two key institutions of higher education in each state, one for white students and one for Negro students.

QUESTIONNAIRE

PROBLEM

To what extent does the general educational program of local areas recognize and contribute to the solution of the various social, economic, and cultural conflicts that are incident to the given environment?

Question 1.

To what extent is the general educational program of your area based upon the social, economic, and cultural problems and conflicts of your area?

Question 2.

To what extent is your general program committed to the theory that education is the most direct and effective means by which desirable social ideals and behavior are realized?

Question 3.

To what extent are civic clubs or other community organizations interested and active in furthering the educational policies of your community?

Question 4.

What progress has been made to date in the matter of adult education in your area?

Question 5.

To what extent do other community agencies such as the press, the radio, and the public lecture platform co-operate with your general educational program?

Question 6.

To what extent does your institution assume leadership in bringing about the necessary cooperation between local educational and civic agencies for the solution of local social problems and conflicts?

Copies of the questionnaire presented above were sent to seventy-one educational leaders of the region. Replies received from thirty-seven of these leaders were suggestive of educational policies and practices in all of the eleven states of the region. In many cases, these replies were supplemented with recently published bulletins indicative of current educational trends in the various states.

MAJOR EDUCATIONAL PROBLEMS OF THE REGION

It was discovered that educational leaders of the region were beset with seventeen major problems as follows:

1. The dual load of a regional dichotomy of education;
2. Extensive areas in which a scarcity of school population prevails;
3. Inadequate financial resources for the support of educational institutions;
4. A school population disproportionately larger than that of the other cultural regions of the United States;
5. A disproportionately large number of poor teachers in the region;
6. The prevalence of low salaries for teachers;
7. The wide-spread employment of teachers with exceedingly limited academic and professional training;

8. The persistence of social instability on the part of the region's teacher personnel;

9. Teacher-training institutions dominated by outmoded social and educational philosophy and insufficiently equipped for professional services adequate to the educational needs of the region;

10. A total lack of first-class graduate schools and institutions for advanced study in the arts and in the professions; and the too frequent control of existing graduate schools by purposes impractical to crucial regional social needs;

11. The dearth of a well-trained, intelligent, socially conscious educational leadership;

12. An unfortunately large amount of politically and religiously dominated educational administration;

13. A considerable percentage of irregular school attendance;

14. The persistence in many areas of the region of unduly short school terms:

15. A handicapping lack of secondary schools;

16. A vast amount of failure of individuals of high school age to take advantage of present facilties for secondary education;

17. A large amount of blind imitation of educational patterns laid down by other regions of the nation.

Faced with educational problems of such startling and far-reaching proportions as those listed above, educational leaders in all of the states of the Southeast had subjected to careful scrutiny, during the half-decade prior to our study, their accepted educational purposes and programs. As a result, many of them have done a prodigious amount of work in the direction of proposing for their various states and local areas new educational goals and programs. One needs only analyze the rapidly increasing number of revised state courses of study, and the many other bulletins that have been published and disseminated to members of the teaching personnel as well as to interested laymen to realize that all of the states of the region are now tremendously active. Some states, of course, are more active than others. Analysis of research studies

carried to consummation in a number of universities, together with an analysis of an array of bulletins of the United States Government relative to Federal fiscal aid to the Southeast and Federal support for adult education in these states, confirms the conclusion as to this educational alertness. Finally, analysis of replies to the questionnaire submitted to educational leaders is further illuminating with regard to the concern of these leaders for educational progress in the various states. The trend, obviously, is in the direction of better schools in the region, despite the fact that there persist glaring limitations in the programs which are now emerging. It seems desirable to evaluate these emerging programs as they relate to the purpose, organization, administration, and financing of education.

THE PURPOSE OF EDUCATION IN EMERGING PROGRAMS OF THE REGION

Educators in the various states of the Southeast, especially those associated with the state departments of education, have gone a long distance in sensing the essential functions of educational programs and in publishing bulletins which will serve as guides for administrators and teaching staffs. Consequently, almost without exception, educators responsible for the administration and supervision of state educational programs have expressed themselves as committed to democracy as the desirable social theory for the progressive development of the American Republic. Furthermore, many of these leaders affirm, with resolution, that democracy must be viewed as a form of associated living in which societary ills, particularly those that defeat satisfying personal and social living in the specific states for which they have assumed educational responsibility, are resolved. In addition, many of these leaders are realizing that the school must be viewed as the major societary institution which will promote democracy in their especial states, as well as in the nation at large. To realize this purpose, these educators are asking for democratic school systems and are publishing a voluminous literature to serve as guides to

local school systems within the states in the promotion of the democratic school. Many of these educators are convinced that these local, democratic schools should foster an active concern for a social order which will be progressively solving its various problems. In other words, state and other responsible educational leaders in Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana are beginning to sense the urgency of active concern on the part of local schools for the solution of social problems and the resolution of social conflicts. As a result, there has developed a very close relationship between the activities of state departments of education and other legally and socially recognized educational leaders, on the one hand, and Federal financial programs for the support of adult education, on the other hand. *In fine, there are emerging new educational programs in the states of the Southeast which are expressive of the conviction that the prime function of education is to promote that form of cooperative or associative living interpreted as democracy.*

Nevertheless, despite these emerging educational programs within the region, the Southeast remains educationally, as well as socially, backward. This educational lag has its roots in several undesirable situations. In the first place, many educational leaders have not yet realized the fact that democracy means more than a form of associative living; that it means more than participation or sharing; that it means more than group cooperation *per se*. Many educators apparently have not grasped the full and far-reaching implications of an interpretation of democracy as "co-operation become conscious of itself." Accepting the principle of common concern as the basis of cooperative social behavior, there must be on the part of the group, deliberate and persistent endeavor to reconstruct traditional ways of thinking and modes of action.

To the same degree that many educators in the region have fallen short in their conception of democracy as a way of social living, they have failed, in the second place, to reach the larger implications of the function of education in and for democracy.

To be sure students should be guided into the ability to engage in high-grade reflective thinking relative to resolution of the urgent problems of their personal and social living. But it is equally as important that they be guided into a conception of "what democracy has meant in the past, does now mean, and may in the future come to mean". It is equally as important that this approach to the meanings of democracy, past, present, and future, shall enable students to develop into growing personalities that become progressively integrated in the light of the values to which they give their allegiance. *These comments imply that many responsible educational leaders in various states of the Southeast, despite commendable forward steps in education, have yet failed to give education a sense of direction.* Lacking such sense of direction, teachers are without adequate guide lines by which students might be led to discover the best means of promoting the good life for all members of society.

In addition to the fact that educational leaders have fallen short of the more advanced concept of democracy and of the function of education for a democratic society, there is a third major reason why the Southeast remains educationally and socially backward. The emerging educational programs have not yet been accepted generally either by the great majority of teachers or laymen in the region. This situation is not surprising; nor does it reflect on the people of the region. Traditional concepts of the functions of the school, like other socially entrenched beliefs and practices, are never abruptly uprooted by the people of any society. The new interpretations can only be comprehended by teachers and translated into social action after years of conscientious effort with thorough-going reconstructions in many other institutional aspects of society.

National Directories and Negro Leaders

HARRY W. GREENE, *Professor of Education*
West Virginia State College; Institute, West Virginia

EDUCATORS HAVE given little attention to biographical directories. A few individual and group studies, however, have been based on them. The specific purpose of these volumes is to disclose the names and life-sketches of persons who have achieved high levels of competence as well as prominence in important areas of American life. They are designed also to provide investigators or researchers with source materials basic to a certain knowledge of the work of men and women who are doing much to advance the American way of life. As a consequence, biographical directories would seem to be of value and significance.

Few people perhaps are fully aware of the many such publications on the market: *Who's Who in America, Who's Who, International Bluebook* (*Who's Who in the World*), *Leaders in Education, American Men of Science, Biographical Directory of American Scholars, Who's Who in American Education, Who's Who in Catholic America, Who's Who in Journalism, Who's Who among Writers in North America, Who's Who in Medicine, Who's Who in the Nation's Capitol, Biographical Encyclopedia of the World,* and others. The names and life-sketches of American Negroes can be found in at least ten of these volumes.

By making a sketch-to-sketch inspection, this writer was able to identify 125 names of Negroes in a single volume. *Who's Who in America,* the best-known and perhaps the most representative, carries over one hundred names and life-sketches of

such persons. Four other directories contain from eighteen to sixty. Negro women representatives in the directories in question are extremely small in number. The general field of education, even in the more comprehensive volumes, has the largest single number. The next field in order is religion. In these two ranking fields the administrator takes the lead, involving for the greater part the college presidency and the bishopric. Even granting that all such selected persons are worthy of inclusion (and many would question this), many equally important or more important persons' names and sketches were either not elected or the same persons did not accept election. With respect to Negro representatives, the above listed facts imply that current directories have a distinct weakness as sources for identifying "prominent," "notable," or "leading" men and women in American life.

In 1937 the present writer published a modest little monograph entitled "Negro Leaders." As a basis for objective selection, five of the best known volumes, as listed among those above, were used. Examination resulted in a combined total of 150 persons of Negro descent represented in these five directories. The list of these names was given in the booklet. A storm of controversy ensued as a result of the study, and in the author's own state, where only educators were represented in the study, condemnation was heaped high on his head. Elsewhere in the Negro press mixed praise and blame were stimulated. Only the calm, objective criticism of two editors of Negro newspapers assuaged the storm. The conclusion seemed inevitable: the critics utterly eschewed the idea of selecting (for study) leaders of the Negro race purely on the basis of whether their names appeared in national directories. So far as this writer knows there has been nothing resembling concerted objection in this regard on the part of whites. There is a feeling on the part of a number of persons that admission to such directories "can be bought." This emotional belief cannot be supported in fact.

(Continued on page 96)

College Notes and News

Edited by Joseph H. Reason

(Arranged in alphabetical order of names of institutions)

According to a recent announcement, the trustees of the institutions of higher learning for the State of Mississippi elected William Harrison Pipes to the position of president of *Alcorn College* for a term of four years. Dr. Pipes, who is presently a member of the faculty of Southern University, will take office on July first.

* * *

Samuel R. Higgins, president of *Allen University,* announced at the celebration of founders day on February 28 that Bishop Frank M. Reid and the men of South Carolina had raised $40,000 toward financing a new dormitory for women students of the college.

* * *

Among the speakers at the eighteenth annual home-making institute sponsored by *Bennett College* were Mrs. Eleanor Roosevelt; Col. Campbell Johnson, assistant to the director of selective service; and Miss Katherine Lenroot, director of the Children's Bureau.

* * *

Randall L. Tyus, alumni-secretary of *Fisk University,* has been granted a four-month leave of absence so that he may serve as field secretary of the United Negro College Fund during its second annual campaign this spring. W. J. Trent, executive secretary of the Fund, announced that Mr. Tyus will serve as field organizer in various campaign cities throughout the country and will also be active in organizing alumni groups in New York City during the campaign.

* * *

Horace Mann Bond, president of *Fort Valley State College,* delivered the main address when Spelman College celebrated its sixty-fourth founders day on April eleventh.

* * *

Stephen J. Wright has succeeded R. O'Hara Lanier as dean of *Hampton Institute.* Lanier resigned to take a position as administrative assistant on the staff of the United Nations Relief and Rehabilitation Admnistration; Wright, who was promoted from his position as director of the division of education, received his baccalaureate from Hampton in 1934 and the doctorate from New York University in 1943.

* * *

Montague Cobb, professor of anatomy at *Howard University,* has been elected to membership on the board of managers of the Anthropological Society of Washington.

Eugene Clay Holmes, assistant professor of philosophy in *Howard University,* has been invited and appointed to teach three courses in philosophy during the summer session of the College of the City of New York. The appointment of Dr. Holmes to the position is interesting because Dr. Yervant H. Krikorian, professor of philosophy at C. C. N. Y., will come to Howard for the summer session and teach the courses originally scheduled for Dr. Holmes.

* * *

The following seven faculty members of *Langston University* have been elected to membership in the Oklahoma Academy of Science: E. A. Miller, engineering; J. L. Irving, psychology; G. C. Hamilton, biology; R. P. Perry, chemistry; D. C. Jones, animal husbandry; Mrs. H. A. Rounce, mathematics; Eugene S. Richards, sociology.

* * *

M. Don Clawson became the fourth president of *Meharry Medical College* on January 1, 1945. Dr. Clawson succeeded Dr. E. L. Turner who has returned to private practice in Bradford,

Pennsylvania. Prior to his coming to Meharry as director of dental education in 1942, Dr. Clawson spent several years on the faculty of the American University of Beirut, Syria.

* * *

Mrs. Estelle Massey Riddle has been appointed to the faculty of the department of nursing education of *New York University.* Mrs. Riddle has filled many important positions on the staffs of our leading hospitals and was president of the National Association of Colored Graduate Nurses from 1934 to 1939.

* * *

Mrs. Margaret W. Bolden, instructor in home economics at *North Carolina A. & T. College,* was awarded first prize in a nation-wide contest sponsored by Bristol-Myers Company, seeking a practical technique in the field of personal care.

* * *

John Hope Franklin, professor of history at *North Carolina College,* delivered an address before the University Interracial Association at the University of Michigan on February 13. Dr. Hope's topic was "The Negro in post-war readjustment: a historical view."

* * *

Robert P. Daniel, president of *Shaw University,* was recently appointed to the committee on relationship of the Boy Scouts of America. Dr. Daniel has been active in the Boy Scout movement for several years and has received several awards in recognition of his services, including the Silver Beaver award presented in 1942. The committee on relationship will give advisory assistance to racial and religious groups.

* * *

Felton G. Clark, president of *Southern University,* was one of the featured speakers at the seventh annual meeting of Alpha Kappa Mu held at Hampton Institute in February. Alpha Kappa Mu is an intercollegiate honorary society with chapters in twenty-

seven Negro colleges; George W. Gore of Tennessee A. & I. College is founder and president.

* * *

The Board of Trustees of *Talladega College* announced after their recent meeting that Adam Daniel Beittel had been elected president of that institution effective August 1, 1945. At one time Dr. Beittel taught religion at Earlham College in Indiana; at present he is dean and professor of sociology in Guilford College in North Carolina where he has been identified with movements seeking to improve race relations.

* * *

Dr. V. V. Oak, editor and founder of the "Wilberforce University Quarterly" now known as the "Negro College Quarterly," professor of economics and sociology, and director of publicity at *Wilberforce Unversity,* will be on sabbatical leave for one year beginning in June. During this period he has been asked to serve as a visiting professor and to take charge of the division of business administration and education at Tennessee Agricultural and Industrial State College in Nashville. Dr. Oak holds the degrees of bachelor of arts from St. Xavier's College (B. I.); bachelor of science in journalism from the University of Oregon; master of arts in economics from the University of California; master of commerce and education from the University of Iowa; and doctor of philosophy in economics, business administration, and sociology from Clark University (Massachusetts). His doctoral thesis was written on "Business Education in Negro Colleges."

* * *

What the Negro Colleges Are Doing

Edited by Anne O'H. Williamson

(Arranged in alphabetical order of names of institutions)

The contribution of especial significance for our Section in this issue comes from Hampton Institute—An Experimental Project in Co-operative Teacher Education under the direction of Dr. L. F. Palmer.

More Nurses and Better Nutrition

Dillard University takes a step forward in the improvement of nursing education and in the expansion of its program in nutrition: two basic areas of community development. From the *Dillard Bulletin,* December, 1944, we quote the following:

The serious shortage of Negro nurses and the equally serious shortage of schools and facilities for nursing education were emphasized at a Conference on Nursing Education sponsored by the National Nursing Council for War Service at Dillard University on December 1 and 2. This was the first conference of its kind ever held in the country; and outstanding nursing educators, college presidents, deans, counsellors, and teachers of the country discussed ways by which educational resources can be more fully provided and utilized for the education of Negro nurses.

Among specific points brought out by the conference were: (1) that there are only 2000 Negro student nurses, a dangerous low in enrollment for the health needs of America's largest minority; (2) that there is a great need for establishing in a few strategic centers additional adequate schools and facilities where nurses can be educated on a professional level; (3) that Negro students are now being admitted more generally in well-established schools heretofore closed to them; (4) that plans should be instituted in small hospitals for the training of practical nurses; (5) that the needs for more hospitals for Negroes cannot be separated from the total health needs of the group which ramifies into the problem of adequate nurses and educational facilities; and, finally, (6) that the urgent need of nursing education for Negroes needs publicizing in order that students and the general public might know the needs of the country in this field.

Mrs. Estelle Massey Riddle, Consultant, National Nursing Council for War Service, presided over the Conference.

The Division of Nursing at Dillard University is one of the four collegiate nursing schools in the country for Negroes which give the B.S. Degree in Nursing Education.

Cooperative Teacher Education Program

At *Hampton Institute* the Division of Education is conducting an experimental project in cooperative teacher education under the direction of Dr. Lutrelle F. Palmer. Certain basic social needs throughout the Southern Region particularly demand educational solution. These urgent social needs as stated by Dr. Palmer are: (1) improving community health and sanitation; (2) discovering vocational opportunities; (3) recognizing and creating vocational opportunities; (4) adjusting to the social conditions of the region, and at the same time contributing to their reconstruction. These educational demands can best be met through better prepared and socially intelligent teachers who can guide children, youth, and adults in discerning and responding to emerging local and world problems. To meet these vital community needs Dr. Palmer presented in September, 1943, a program which he designated as "A Proposed New Development in Teacher-Training at Hampton Institute." In this proposal the author discusses: (1) the purposes of the program; (2) the philosophy supporting the proposed plan; and (3) the chief features of the program itself. He then circumscribes and describes Hampton Institute's area of service for teacher education, and defines Hampton as a strategic center for teacher education for that area. Clearly and definitely the author sets forth the standard pattern of teacher-training at Hampton, then indicates his new point-of-view, and how it will vitalize the standard program. The proposed program is of such educational significance that we quote freely from Dr. Palmer's paper.

Throughout the Southern Region there is both an urgent need and an articulate demand for able teachers who, in their communities, can guide Negro children, youth, and adults to react intelligently to the emerging problems in the world today. To meet this need a program of education, extending from the nursery school to the graduate level, is conceived to prepare teachers: (1) to live as well-adjusted individuals who can stimulate their pupils to optimum development; (2) to function as social leaders skilled in community analysis and in the use of environmental resources, both human and material; (3) to employ the scientific method with verifiable data in guiding pupils into self awareness and into understanding community problems; (4) to understand the finest elements in our culture and to help pupils to enrich their lives by means of aesthetic appreciation and expression. The program as planned consists of two major levels: a four-

year curriculum for undergraduate students, and a one-year curriculum for graduate students.

Students will be selected on the basis of their ability and of the promise which they give of becoming effective classroom teachers and community leaders. On both levels, students will be provided with real situations and problems, and with guidance in devising scientific techniques for creating their own tentative solutions. Students will also receive guidance in their own personal and professional development.

If Hampton's graduates are to be well-grounded in the point of view set forth in this paper, they should have the experience of living and working in communities in which they can see life among their people in all of its reality. Fortunately, from this standpoint, the Division of Secondary Education of the Commonwealth of Virginia has set up such a cooperative venture in several selected schools, and Dr. Alexander and Mr. Macklin of the State Department have chosen Hampton Institute as the private school which will cooperate in this project. The plan is to have senior students in the Division of Education round out their preparation with a final period of living and teaching in an off-campus community. Hampton has selected Burton Heights School at Williamsburg as one of the centers for this project. Mr. Henry D. Carpenter, a Hampton graduate, is principal of this school. He and his staff are now in the midst of an interesting plan of community development with financial aid from philanthropic sources and professional assistance from the State Department of Education. This school serves the Williamsburg community and the adjacent territory. The second off-campus project planned for the immediate future is for the Northampton County High School at Machipongo, Virginia, of which Mr. John H. Banks is principal. This is a rural school on the Eastern Shore of Virginia, near Maryland. The school's community consists almost wholly of tenant farmers. In this Eastern Shore section Hampton is placing a third of its graduates.

In each of these communities the program will be so planned that these teachers-in-training will live in the community and, as citizens and neighbors, participate in its life and make contributions to its development.

The present instructional staff of Hampton Institute will be organized with the principals, supervisors, and teachers in these off-campus centers, to plan the details of the program to effectuate it, and to evaluate results cooperatively. All of the resources of Hampton Institute will be available to the participating communities.

The administration of this experimental program in cooperative teacher education, both on and off the campus, is under the direction of Dr. L. F. Palmer as curriculum coordinator.

A Lively Center of Events of Educational Significance

Lincoln University (Missouri) has an active Office of Publicity. The news releases play an important part in securing for the University a place of prestige. Space will not permit detailed reference to all of these interesting happenings, but, through even a partial survey of what goes on at Lincoln from time to time, one realizes the trend of the Institution and senses somewhat of its contribution to its clientele as well as to the sum total of national educational activity.

Lincoln University's Time Table of Educational Activities

March 8-22. *School for Town and Country Ministers.* Theme: The Kingdom of God in the Countryside.

March 26-29. *Religious Emphasis Period.* Theme: Seeking and Finding postwar period.

March 26-29. *Religious Emphasis Period.* Theme: Seeking and Finding thru Dynamic Living. "Youth is needed in the great things of life."

March 29-30. *National Conference of Deans of Women.* Characterized by a constructive forward looking program.

April 1-30. *Display of Art* from Lincoln University at Library of Congress; Atlanta University; Missouri Art Museum, Springfield; Municipal Art Gallery, Jackson, Mississippi.

April 7. *Annual Meeting of MNIAA.* Keynote: Athletics and its Contribution to Society.

April 19. *Pauline Clay's* "Carter's Little Filling Station" praised by Time Magazine (April 9) and planned for reproduction in civics textbook published by Scott Foresman.

April 21. *Women's League* stresses finer womanhood in Women's Day program.

April 24-25. *Business Clinic.* Business problems discussed by "outstanding personalities."

April 25. "Better Manhood Campaign" sponsored by Alpha Phi Alpha Fraternity.

Interest in Postwar Africa

Wilberforce University is planning the expansion of her program of African Studies, which has been experimental for the past two years. At that time the University was invited to join with Fisk, Atlanta, and Howard

Universities in developing a program of African studies. The basic plan was outlined by Dr. Wieschoff of Pennsylvania University; the program was initiated under the guidance of Dr. Edwin N. Smith, sometime President of the Royal Anthropological Institute of Great Britain and Ireland. The *raison d'être* of the program is well set forth by Dr. Smith:

> Recent years have witnessed a considerable extension of social service in Africa. When once again peace reigns, determined efforts must be made to raise the burden of disease, malnutrition and other evils from Africa. . . . The great need for a long time has been trained leaders. Negro medical men and women, nurses, social-workers, teachers, agriculturists, commercial men—there is scope for hundreds of them."

The leadership of Dr. Smith was removed by his sudden recall to England. Under the impetus of his inspiration, however, the several universities are continuing the general plan.

Previous to the invitation to join the other universities in the program indicated above, Professor A. J. White, who had spent three years in Africa and had studied in the Department of Bantu Studies at the Witwatersrand University, Johannesburg, introduced several courses in African culture at Wilberforce University. Encouraged by his success in this departure, Professor White now proposes an expansion of this modest beginning into a program that will prepare interested students for the high calling set forth by Dr. Smith.

The curriculum of this preparation for the present will be under the sponsorship of the Division of Social Sciences and will consist of a major or minor in that field. Professor White will act as coordinator for the courses selected for this program.

Some Problems of Postwar Education

The nineteenth Conference of the National Association of Collegiate Deans and Registrars in Negro Schools met at *Wilberforce University*, March 21-23. The theme of the Conference was "Some Problems of Postwar Education." The Conference identified and proposed solutions for many vital problems relating to the rehabilitation of the returning soldiers. The framework of a program for Negro educators who must undertake this task of rehabilitation is expressed through the following statement selected from the report of the secretary of the Conference.

FIVE GUIDE POSTS FOR THE EDUCATION OF VETERANS

1. Means must be provided that will enable the veteran to adjust himself to civilian life with a minimum of disturbance.
2. Opportunities must be provided to allow for veteran participation in

civilian activities, for special consideration will not be necessary for veterans, except in particular instances.

3. Similarities and likenesses of veterans to other students, rather than differences must be emphasized.

4. Since so few institutions will have facilities to accommodate themselves to the needs of all students, they should not attempt to be all things to all students, but rather should formulate their programs on the basis of the resources available in the institutions.

5. Successful planning procedures for all, and not for veterans alone, should be considered, with faculty, students, and alumni participating in the planning.

General proposals for increasing the effectiveness of the Negro College in the postwar period are set forth in the secretary's report as:

TEN COMMANDMENTS OF NEGRO EDUCATION

1. Negro educators should attend more to standards set by and in institutions of higher learning, as well as to the factors that influence student accomplishment.

2. If the secondary curricula are integrated with college requirements, the aim of those colleges might the better be attained.

3. Since vocational offerings will doubtless be desired by many more men, it will be necessary to vitalize and to make more meaningful liberal arts curricula where the latter are offered in competition with the former.

4. Extension courses for workers, who desire part-time schooling, might be a significant departure in Negro education after the war.

5. Secondary Courses should depart from the traditional sufficiency to allow for basic training in and provision for adequate language and technical skills, and with an understanding of human relations in group living.

6. Organizing of junior colleges might well be considered to provide for the length and type of training suited to veteran high school graduates who are planning to continue their education.

7. Additional educational opportunities should be made available for those Negroes who, though illiterate at time of induction, nevertheless attained the equivalent of fourth grade training in the special training units.

8. Educational opportunities should be provided for those Negro soldiers who entered the Army prior to the establishment of the Special Training Units, and who, consequently, will leave the Army without the equivalent of fourth grade training.

9. Techniques found acceptable and efficient in training of inductees by the Army might well be applied in civilian training after the war.

10. Educational leaders should capitalize on the interest derived by Negro soldiers in the orientation program of the Army, and thus provide adult education forums, meetings, and conferences to "acquaint them with the privileges and obligations of good citizenship."

* * *

From Other Magazines

Edited by Hugh and Mabel Smythe

POSTWAR EDUCATION FOR THE VETERAN

"The Negro Veteran." By Robert C. Weaver. *The Annals,* March, 1945, pp. 127-132.

With over a million Negroes already in the armed forces of the United States, it seems likely that at least 750,000 will return to civilian life. This civilian life will have changed a great deal from its prewar status.

The Negro worker during the war has been able to raise his occupational and economic status and to diversify his employment. Both in the armed services and in civilian life he has obtained valuable experience and training in semiskilled, skilled, and technical occupations. He has moved from rural to urban centers or traveled into other parts of the world, expanding his horizon and changing his ideas.

All these developments indicate that serious social and economic problems will attend reconversion. Many cities resent the influx of migrants, especially Negroes, and are likely to attempt to force out the new Negro population. If there is a shortage of jobs, the conflict will be calamitous, and there will be extreme resistance to the employment of Negroes in "white" jobs.

The major hope of the Negro must be in full employment. If there is not full employment, or if it is attained only after Negroes have been forced out of the better jobs in a temporary period of unemployment, the war gains will largely be lost.

"Colleges Cooperate with Veterans Administration." *Occupations,* March, 1945, pp. 317-320.

This is a succinct statement on veterans' counseling service in the schools as it operates under three basic plans. In Plan A, the college or university personnel handle the work, performing all of the functions related to counseling: interviewing, testing, evaluating, selecting an occupational objective, and executing the forms of the 1902 series. The Veterans Administration representative assigned to the center reviews the forms executed by the school and makes his recommendations in regard to the case.

In Plan B, the school furnishes testing services only, and all other duties and functions are taken care of by the Veterans Administration personnel. This plan is put into operation where it is shown that no center exists to handle the services detailed in Plan A.

Plan C operates in cases where the institution cannot provide even the

testing services, and sound reasons necessitate establishing a center in the area. Under this plan all services are performed by the Veterans Administration personnel; the institution provides only space to carry on the work.

The counseling services offered in any one of these three plans under the program of the Veterans Administration include: (1) vocational counseling for veterans with a vocational handicap resulting from service-connected disability; (2) vocational guidance for non-disabled veterans and those with non-service-connected disabilities; (3) educational guidance for veterans who need it in connection with the Service Men's Readjustment Act; and (4) personal adjustment counseling to help veterans overcome emotional disturbances and avoid and prevent such mental attitudes as make for social conflict.

VOCATIONAL EDUCATION

"The Future of the Practical Arts." By Lieutenant H. M. Lafferty, USNR. *The American School Board Journal*, March, 1945, pp. 23-25.

Today there is the possibility that the present emphasis on the ability of man to work with his head *and* his hands will cause parents to re-evaluate the purposes and offerings of the public school in terms of the needs, interests, and abilities of all the children of all the people. Lieutenant Lafferty expresses the hope that the practical arts will have a full part in the program of the post-war school. Given this, the abilities and needs of many students can be more adequately treated and their adjustment to the social scheme of things made more satisfying.

"A College Secretarial Curriculum." By Richard Sielaff. *The Business Education World*, March, 1945, p. 358.

Many colleges have introduced secretarial training in recent years, and fitting this comparatively new field into the college plan has created many problems. Hamline University, St. Paul, Minnesota, has designed a secretarial curriculum spread over four years. Although imperfect in some respects, it is a workable plan for a liberal arts college. Along with the usual college subjects, the following secretarial courses are given:

First year: Elementary typewriting or elementary shorthand, or both, depending upon previous preparation.

Second year: Intermediate shorthand and typewriting, plus a study of calculating machines.

Third year: Advanced typewriting and shorthand, together with secretarial practice, dictaphone, duplicating machines, and some review of calculating machines.

Fourth year: Speed development in shorthand and typewriting, study of office management, and a review of work of previous years.

This plan was drawn up primarily to obtain a minimum shorthand speed of 140 words per minute and

to add considerable information on office management and secretarial subjects.

"Postwar Issues in Business Education." By E. C. McGill. *The Business Education World,* March, 1935, pp. 359-360.

This article considers pertinent issues that must be met by business educators in the postwar period. Some of these are: (1) the use of new methods of instruction developed from the speed-up and restricted procedures which arose from the wartime programs; (2) the question of introducing specialized courses in the business field to students on both higher and lower levels of instruction; (3) the selection of students to enter the business training field and the problems in the construction of an attractive program; (4) the methods of counseling and guidance during the instructional period to avoid failures and attraction of inferior students; (5) the question of selecting types of tests and testing methods so that business students may be properly placed; (6) propaganda for the field: training individuals to handle their own affairs more efficiently as well as providing personnel for business.

"Philadelphia's School - Work Program." By Bruce L. LeSeur. *Occupations,* March, 1945, pp. 343-350.

The Philadelphia School - Work Program was introduced in September, 1943, to keep youth in school, to promote more flexibility in arranging the school day for pupils engaged in part-time work, and to develop a closer relationship between the curriculum and student employment. School time is used for employment and school credit is allowed for work experience.

The results of the program have shown that a well-organized day of school and work, geared to the capacity of the student to perform both tasks well, has in most cases served as a steadying influence and stimulus to school achievement. Under this arrangement the education and welfare of the student comes first; this has lent assurance that the young people will receive the maximum value from the current rich opportunities for work experience.

THE GOVERNMENT AND EDUCATION

"Education or Legislation in Promoting Social Reforms?" By W.C.B. *School and Society,* March 24, 1945, pp. 180-181.

This short report deals with the recently passed Fair Employment Practices law in New York and its educational significance. It raises the question, why should boards governing institutions of public education be permitted to indulge in discriminations which are deemed so unjust as to be called unlawful and subject to severe punishment and penalties when made by private employers in business and industry?

"The U. S. Congress and Education." By B. P. Brodinsky.

Educational Outlook, January 1945, pp. 87-92.

Mr. Brodinsky, a former staff member of the U. S. Office of Education and at present Washington correspondent for the Educational Press Association of America, is well qualified to speak of education in the national capital. He analyzes the notion that the Federal government is about to assume a dominating role in education, and points out a number of facts which indicate little Federal interest in that role.

The Congress has shown little or no interest in liberal education. What it does for education is done in the field of vocational training. A second outstanding characteristic is a disregard for children and for public education, partly because there is little interest and pressure from back home when these issues are discussed.

Congress had an excellent opportunity to act in behalf of education when the proposals for veterans' education were discussed. What was finally passed in the G. I. Bill of Rights was not educational but veterans' legislation, more concerned with vocational courses and financial arrangements than with meeting the educational deficiency resulting from war. The educational leadership in Washington was disregarded, and an opportunity to promote an important educational venture was lost.

ENGLISH AND SPEECH INSTRUCTION

"Speech Correction." By Clarence T. Simon. *The English Journal,* March, 1945, pp. 142-147.

The field of speech correction has a broad responsibility for assisting both children and adults whose speech ability is inadequate for even the simplest communicative situations. This field is concerned primarily with the development of a level of speaking skill which will avoid misunderstanding in both educational and social life. It is sound educational practice to provide special work for those who are handicapped in speech. The excellent results obtained from remedial speech programs justify this assertion.

Those who serve in the field of speech correction must be specialists. All of the states with legislation in this area insist that the person has adequate training and experience gained through study and work in the field.

"Language Growth and Child Development." By Dora V. Smith. *The Elementary English Review,* March, 1945, pp. 81-87.

Effective instruction in language depends primarily upon the teacher's grasp on the connection between the child's growth in language power and his development as an individual personality. Major areas of development concerning the language arts program are discussed by the author.

"The Beginning Course in English." By Charlotte E. Crawford. *The Journal of Higher Educa-*

tion, February, 1945, pp. 70-74.

Dr. Crawford has written here a clear and comprehensive statement of the function of the required course in freshman English, in the liberal arts curriculum.

In compensating for the deficiencies in ability to read and write good English, the course in freshman English must take steps toward developing these abilities. The first step is to eliminate such irrelevancies as the study of literature and speech, and the writing of lyric poetry and other material unrelated to the student's basic needs. Another step is the development of relevant content; the teacher of the course should utilize the fields of logic, language study, and psychology.

There is a limit to which the freshman English course can adjust to the defective preparation of students. Where inadequacies go too far, there will still be resort to the non-credit remedial courses.

OTHER TIMELY ARTICLES

"The Personnel Adviser in a City College." By M. Kehoe and R. M. Lawrence. *The Journal of Higher Education,* March, 1945, pp. 141-146.

The authors point out that the process of adjustment in college is best controlled at the beginning when admittance can be denied to those giving evidence of lack of ability or preparation to pursue studies on the college level. The results of student examinations should be subjected to a board or committee of admissions who should make decisions relative to admission or rejection of an applicant. Once the students have become members of the college population the principal concern of the personnel department should be with the curriculum—its goals and means. All other guidance is incidental to the basic question of what to study and how. Proper procedures in this regard will prevent students from coming up for graduation and complaining, "College hasn't really prepared me for anything."

"Mental Hygiene." By Theodore Meltzer. *The Journal of Higher Education.* March, 1945, pp. 135-140.

This article presents an opinion concerning the meaning of the term "mental hygiene," both as a concept and in its definitive form, and outlines a practical program to be made a part of the educational system on the secondary school and college. Mental hygiene teaches the workings of the mind and the relation between mind and body, the object being to show the individual how to make an adequate adjustment emotionally to his ever-changing environmental demands.

Generally, mental hygiene education can be carried out through lectures by specially trained and selected instructors under the supervision of the psychiatrist. Psychiatric referral service should also obtain for the entire school population.

"Why Not Be Sensible About Meaning?" By H. G. Wheat. *The Mathematics Teacher,* March, 1945, pp. 99-102.

This article is concerned with the teaching of "meaning" in mathematics, especially at the elementary level. It poses three questions: (1) What is "meaning" in arithmetic? (2) Can pupils grasp "meaning"? (3) What good is "meaning" in arithmetic? Meaning in arithmetic is knowing what one does when he does it. It is possible for students to grasp meaning. The good of meaning in arithmetic is that it provides the key to each succeeding step of procedure, and makes clear the practical application of mathematics—the essence of the "social" situation to which a number is "applied" is the number relation involved.

"Planned Parenthood and Sex Education. By Eleanor Leiss. *Progressive Education,* March, 1945, pp. 14-15.

Should children in sex education courses be given information about birth control? The child is entitled to a straight and honest answer that it is possible to control human fertility in an intelligent manner, and that human babies require careful planning and preparation. Since parents seem to be inadequate in handling this delicate matter, since ministers are not in direct contact with all the children who need to know the answers, and doctors are too busy or otherwise unprepared to instruct the young mind, then the logical place for sex education is in the schools.

Birth control must be an integral and natural part of sex education. This instruction does *not* teach practical methods of birth control, but it does impart a sound knowledge that human fertility is controllable, so that the size of the family will be consistent with the health of the mother and child, and with the economic capacities of the parents. The author includes two excellent examples in which sex education has been taught successfully: The Swedish plan and the program employed in the public schools of Pittsburgh, Pa.

A Selected Annotated List of Books by or about the Negro

Compiled by Mollie E. Dunlap

(Books are listed in alphabetical order of authors.)

Soulcraft. By Frankie V. Adams. Atlanta, Georgia: Morris Brown Press, 1944. Pp. 65. $1.00.

"*Soulcraft* contains thirteen unrelated, distinct episodes — or better, vignettes — subtly and effectively mirroring race relations in America, particularly, of course, in the South. . . . Miss Adams lets her vignettes suggest what the Negro wants, what the Negro thinks, what the Negro endures, what the Negro sometimes wins in a milieu not wholly favorable to his faith in democracy and Christianity." — G. L. Chandler in *Phylon,* First Quarter, 1945.

One America. Edited by Francis J. Brown and Joseph S. Roucek. Revised Edition. New York: Prentice - Hall, Incorporated, 1945. Pp. 717. $3.75.

The authors have revised their earlier volume, *Our Racial and National Minorities* and have given "The History, Contributions, and Present Problems of Our Racial and National Minorities" in this new book. They have attempted to describe the gains and losses of decades of social change which the war has telescoped into a few years. In addition to describing these changes they have "appraised them in light of their potential continuance in post-war world." Chapters have been brought up-to-date, many rewritten, and new ones have been added. Some of those pertaining to the Negro are: "The American Negro," "The Foreign Language and Negro Press," "The Negro and Racial Conflicts," and "Contributions of the American Negro."

The Haitian — American Anthology. Compiled and Edited by Mercer Cook and Dantes Bellegarde. Port - au - Prince, Haiti: Imprimerie de l' Etat, 1944. Pp. 161. (Not for sale.)

Containing readings from American authors, this anthology was designed as a textbook for use in the advanced English classes of Haitian schools. There are notes, exercises, and vocabularies.

Frederick Douglass. By Philip S Foner. New York: International Publishers, 1945. 35¢.

A condensed edition of a larger book which the author is compiling on the selected writings from the prose of Frederick Douglass.

The First Round. By Joseph Gaer. New York: Duell, Sloan and Pearce, 1944. Pp. 478. $2.50.

This is the story of the CIO Political Action Committee. The writer is consultant expert in several departments of the Federal Government. The aims of the Committee and how they intend to attain them are given. One of the final chapters is "The Negro in 1944."

Carmen Jones. By Oscar Hammerstein II. New York: Alfred A. Knopf, 1945. Pp. 139. $2.50.

The libretto of the musical play about American Negro life, which is written to the music of Bizet's opera, "Carmen."

Deep Delta Country. By Harnett Thomas Kane. New York: Duell, Sloan and Pearce, 1944. Pp. 283. $3.00.

The tenth in the series of the American Folkways, this book is the story of the land and the people who inhabit the narrow strip of land along the Mississippi River between New Orleans and the Gulf of Mexico. The author devotes most of his attention to the ordinary Deep Delta natives: Spanish, French, English, American, Negro, Dalmatian, Italian, Irish, and Oriental.

Winds Blow Gently. By Ronald Kirkbride. New York: Frederick Fell, Incorporated, 1945. $2.50.

"With remarkable restraint and simplicity Kirkbride tells the story of a Quaker family which went South and tried to practice the tenets of kindness and humanity in the land of hate.' The author tells of "the efforts of a Quaker farmer to live up to his faith and how the Ku Klux Klan finally wreaked its vengeance on him because he proved he was right in his intelligent handling of his Negro help."—Ben Burns in the *Chicago Defender,* April 14, 1945.

Pathways to Democracy. By Arnold Maloney and others. Boston: Meador Publishing Company. Pp. 589. $2.50.

An encyclopedic thesis which presents the case against discrimination and imperialism. Contains a wealth of information on a multitude of subjects.

Swing Low. By Edwin A. Peeples. Boston: Houghton, Mifflin and Company, 1945. $2.75.

The story of Willy Mack, a country Negro, who has unwillingly been transplanted to Billiard Hollow in the slums of Atlanta. "Willy Mack's story is melodramatic, realistic, and sentimental at the same time, but it is honest and informed melodrama."—Jonathan Daniels in *Book-of-the-Month Club News,* April, 1945.

A Rising Wind. By Walter White. Garden City, New York: Doubleday, Doran and Company, Incorporated, 1945. Pp. 155. $2.00.

In response to a request of a Red Cross worker in England, Walter

White, executive secretary of the National Association for the Advancement of Colored People, visited the Negro Soldiers at the front in the European theatre of war. He went as a war correspondent for the *New York Post*. This book is a vivid and interpretative record of what he found out about the prejudices and injustices practiced against the Negro soldier.

Jim Crow Joins Up. By Ruth Danehower Wilson. New York: Press of William J. Clark, 1944. Pp. 129. $2.50.

This report of the status of colored troops in the armed forces of the United States was made in an effort to answer several questions: How efficiently are colored people serving the armed forces? Are they loyal? Are they capable of taking specialized technical training? How are they treated throughout the various organizations of the armed forces? How much are their trained services used?

Recaptured Echoes. By Odelia Phelps Wood. New York: The Exposition Press, 1944. Pp. 64. $2.00.

"This little volume of poems contains, for the most part, brief pieces growing out of experiences, real or vicarious, of racial conflict, longing for simple recognition of human qualities, thwarted and achieved ambitions, love, maternity, and reflections on life in general."—Arthur E. Burke in the *Crisis*, January, 1945.

Black Boy. By Richard Wright. New York: Harper and Brothers, 1945. Pp. 228. $2.50.

In an original and pungent style, Richard Wright tells the story of his unhappy childhood and youth in the South. Hunger, frustration, prejudice, and superstition abound in this autobiographical narrative which dramatizes the whole tragedy of the Negro race. There is no beauty, no tenderness, no humor in the entire book and one wonders how the author escaped being crushed by the early circumstances of his youth.

NATIONAL DIRECTORIES AND NEGRO LEADERS

(Continued from page 77)

Books of the kind need a subsidy to insure their publication. Editors of the best and oldest directories do urge, however, all selected persons to purchase a copy of the volume. Certainly, a majority of such persons would want a copy of a book which associates them with the "notables" and carries interesting accounts about their lives.

THE NEGRO COLLEGE QUARTERLY

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